

Intervener Portfolio Summary

Intervener's Name: _____ **School District:** _____ **Student's Initials:** _____

- Instructions:
1. After you get training in any of the competencies below, please enter the month and year you received training in the columns to the right of the item. Mark at least one "Method of Learning" and at least one "Type of Documentation".
 2. The standards included in this revised portfolio document have been reorganized to comply with approved CEC standards. The number found parentheses at the end of each competency refer to the item number from Intervener Portfolios prior to this 2009 revision, and may be used to cross-reference current items to competencies in older editions.
 3. If you haven't received training in a competency yet, leave the columns to the right of that competency blank.
 4. Place the actual documentation in your portfolio.

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Section 1: Foundational knowledge | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP1K1 Purposes of programs for individuals with exceptional learning needs | | | | | | | | | |
| SEP1K2 Basic educational terminology regarding individuals with exceptional learning needs, programs, roles, and instructional activities | | | | | | | | | |
| DBI1K1 Definition of deafblindness (1.1) | | | | | | | | | |
| DBI1K2 Differences between congenital and acquired deafblindness (1.3) | | | | | | | | | |
| DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning (1.6) | | | | | | | | | |
| DBI1K5 Anatomy and function of the eyes and ears (5.2) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| <p style="text-align: center;">Standard 2: Development and Characteristics of Learners</p> | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| | | | | | | | | | |
| SEP2K1 Effects an exceptional condition(s) can have on an individual's life | | | | | | | | | |
| DBI2K1 Impact of combined vision and hearing loss on development and learning (1.2, 1.10c) | | | | | | | | | |
| DBI2K2 Differences between concept development and skill development, and the impact of deafblindness on each (1.4) | | | | | | | | | |
| DBI2K3 Process of intervention for individuals with deafblindness (2.1) | | | | | | | | | |
| DBI2K4 Impact of deafblindness on bonding, attachment, and social interaction (4.1) | | | | | | | | | |
| DBI2K5 Impact of deafblindness on psychological development and on the development of self identity (4.3) | | | | | | | | | |
| DBI2K6 Impact of deafblindness related to isolation, stress, and vulnerability (4.4) | | | | | | | | | |
| DBI2K7 Impact of deafblindness on aspects of sexuality (4.5) | | | | | | | | | |
| DBI2K8 Impact of additional disabilities on individuals with deafblindness (7.1) | | | | | | | | | |
| DBI2K9 Brain development and the neurological implications of combined vision and hearing loss (7.2) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 3: Individual Learning Differences | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP3K1 Rights and responsibilities of families and children as they relate to individual learning needs | | | | | | | | | |
| SEP3K2 Indicators of abuse and neglect | | | | | | | | | |
| DBI3K1 Specific causes of the deafblindness (1.7c) | | | | | | | | | |
| DBI3K2 Strengths and needs of the individual (1.8c, 2.5) | | | | | | | | | |
| DBI3K3 Likes and dislikes of the individual (1.9c, 2.5) | | | | | | | | | |
| DBI3K4 Learning style and communication of the individual (1.10c, 2.5) | | | | | | | | | |
| DBI3K5 Audiological and ophthalmological conditions and functioning of the individual (5.8c) | | | | | | | | | |
| DBI3K6 Additional disabilities of the individual, if present (7.3c) | | | | | | | | | |
| DBI3K7 Effects of additional disabilities on the individual, if present (7.4c) | | | | | | | | | |
| Competencies The Intervener demonstrates skill of: | | | | | | | | | |
| SEP3S1 Demonstrate sensitivity to the diversity of individuals and families | | | | | | | | | |
| DBI3S1 Facilitation of the individual's understanding and development of concepts (1.1c) ?? | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| <p align="center">Standard 4: Support of Instruction & Instructional Strategies</p> | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| | | | | | | | | | |
| SEP4K1 Basic instructional and remedial strategies and materials | | | | | | | | | |
| SEP4K2 Basic technologies appropriate to individuals with exceptional learning needs | | | | | | | | | |
| DBI4K1 Strategies that promote visual and auditory development (5.5) | | | | | | | | | |
| DBI4K2 The use of calendar systems (3.5) | | | | | | | | | |
| <p align="center">Competencies The Intervener demonstrates skill to:</p> | | | | | | | | | |
| SEP4S1 Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives | | | | | | | | | |
| SEP4S2 Assist in adapting instructional strategies and materials as directed | | | | | | | | | |
| SEP4S3 Use strategies as directed to facilitate effective integration into various settings | | | | | | | | | |
| SEP4S4 Use strategies that promote the learner's independence as directed | | | | | | | | | |
| SEP4S5 Use strategies as directed to increase the individual's independence and confidence | | | | | | | | | |
| DBI4S1 Provide one-on-one intervention (2.12c) | | | | | | | | | |
| DBI4S2 Use routines and functional activities as learning opportunities (2.4) | | | | | | | | | |
| DBI4S3 Facilitate direct learning experiences (2.7) | | | | | | | | | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| DBI4S4 Use techniques to increase anticipation, motivation, communication, and confirmation (2.8) | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| <p style="text-align: center;">Standard 4: Support of Instruction & Instructional Strategies</p> | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| <p style="text-align: center;">Competencies The Intervener demonstrates skill to: (continued)</p> | | | | | | | | | |
| DBI4S5 Facilitate interdependence for the individual (2.10, 2.11) | | | | | | | | | |
| DBI4S6 Vary the level and intensity of input and the pacing of activities (2.13c) | | | | | | | | | |
| DBI4S7 Adapt materials and activities to the individual’s needs, as directed (2.15) | | | | | | | | | |
| DBI4S8 Use strategies that provide opportunities to solve problems and to make decisions and choices (2.16c) | | | | | | | | | |
| DBI4S9 Implement intervention strategies for the individual’s daily care, self-help, transition, and job training (2.17c) | | | | | | | | | |
| DBI4S10 Use prescribed strategies to respond to the individual’s behavior (4.9c) | | | | | | | | | |
| DBI4S11 Provide the individual with opportunities for self-determination (4.10c) | | | | | | | | | |
| DBI4S12 Use touch to supplement auditory and visual input and to convey information (5.11c) | | | | | | | | | |
| DBI4S13 Facilitate individual’s use of touch for learning and interaction (5.1, 5.15c) | | | | | | | | | |
| DBI4S14 Facilitate individual’s use of the other senses to supplement learning modalities (5.7, 5.16c) | | | | | | | | | |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| DBI4S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts (6.7c, 6.10c) | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| <p style="text-align: center;">Standard 4: Support of Instruction & Instructional Strategies</p> | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| <p style="text-align: center;">Competencies The Intervener demonstrates skill to: (continued)</p> | | | | | | | | | |
| DBI4S16 Make adaptations for the cognitive and physical needs of the individual (7.6c) | | | | | | | | | |
| DBI4S17 Important adaptations consistent with the medical needs of the individual as directed (7.6c) | | | | | | | | | |
| DBI4S18 Utilize strategies to promote sensory integration (5.17c, 5.6) | | | | | | | | | |
| DBI4S19 Utilize strategies that promote independent and safe movement and active exploration of the environment (6.5c) | | | | | | | | | |
| DBI4S20 Implement positioning and handling as directed by the OT/PT/O&M specialists (6.8c) | | | | | | | | | |
| DBI4S21 Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist (6.6c) | | | | | | | | | |
| DBI4S22 Implement strategies for travel as directed by an O&M specialist (6.11c) | | | | | | | | | |
| DBI4S23 Implement the use of mobility devices as directed by the O&M specialist (6.9c) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 5: Learning Environments & Social Interaction | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP5K1 Demands of various learning environments | | | | | | | | | |
| SEP5K2 Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs | | | | | | | | | |
| Competencies The Intervener demonstrates the skill to: | | | | | | | | | |
| SEP5S1 Establish and maintain rapport with learners | | | | | | | | | |
| SEP5S2 Use universal precautions and assist in maintaining a safe, healthy learning environment | | | | | | | | | |
| SEP5S3 Use strategies for managing behavior as directed | | | | | | | | | |
| SEP5S4 Use strategies as directed, in a variety of settings, to assist in the development of social skills | | | | | | | | | |
| DBI5S1 Establish a trusting relationship with the individual (4.6c) | | | | | | | | | |
| DBI5S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual (4.7c) | | | | | | | | | |
| DBI5S3 Promote positive self-esteem and well-being in the individual (4.8c) | | | | | | | | | |
| DBI5S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people (3.18c, 3.21c, 4.11c) | | | | | | | | | |
| DBI5S5 Use and maintain amplification, cochlear implants, and assistive listening devices as directed (5.9c) | | | | | | | | | |
| DBI5S6 Use and maintain glasses, low vision devices, and prostheses as directed (5.10c) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| <p align="center">Standard 5: Learning Environments & Social Interaction</p> | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| <p align="center">Competencies The Intervener demonstrates skill to: (continued)</p> | | | | | | | | | |
| DBI5S7 Maximize the use of residual vision and hearing (5.12c) | | | | | | | | | |
| DBI5S8 Make adaptations for auditory needs as directed (5.13c) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 6: Language | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP6K1 Characteristics of appropriate communication with stakeholders | | | | | | | | | |
| DBI6K1 Basic communication development (3.1) | | | | | | | | | |
| DBI6K2 Impact of deafblindness on communication and interaction (3.2) | | | | | | | | | |
| DBI6K3 Modes/forms of communication and devices used by individuals who are deafblind (3.4) | | | | | | | | | |
| Competencies The Intervener demonstrates the skill to: | | | | | | | | | |
| DBI6S1 Facilitate language and literacy development (3.6) | | | | | | | | | |
| DBI6S2 Observe and identify the communicative behaviors and intents (2.5, 3.7) | | | | | | | | | |
| DBI6S3 Implement methods and strategies for effectively conveying information to the individual (3.8) | | | | | | | | | |
| DBI6S4 Respond to the individual's attempts at communication (3.10) | | | | | | | | | |
| DBI6S5 Use communication techniques specific to the individual (3.9, 3.15c) | | | | | | | | | |
| DBI6S6 Incorporate/embed language and communication into all routines and activities (2.6, 3.20c) | | | | | | | | | |
| DBI6S7 Use strategies for eliciting expressive communication (3.11, 3.13, 3.14) | | | | | | | | | |
| DBI6S8 Use strategies to promote turn-taking (3.12) | | | | | | | | | |
| DBI6S9 Use strategies to enhance and expand communication (3.17) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 7: Support of Instructional Planning | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates skills to: | | | | | | | | | |
| SEP7S1 Follow written plans, seeking clarification as needed | | | | | | | | | |
| SEP7S2 Prepare and organize materials to support teaching and learning as directed | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 8: Assessment | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP8K1 Rationale for assessment | | | | | | | | | |
| DBI8K1 Collect data and monitor progress as directed (2.5, 8.6) | | | | | | | | | |
| Competencies The Intervener demonstrates the skill to: | | | | | | | | | |
| SEP8S1 Demonstrate basic collection techniques as directed | | | | | | | | | |
| SEP8S2 Make and document objective observations as directed | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|---|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 9: Professional and Ethical Practices | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies | | | | | | | | | |
| The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP9K1 Ethical practices for confidential communication about individuals with exceptional learning needs | | | | | | | | | |
| SEP9K2 Personal cultural biases and differences that affect one’s ability to work with others | | | | | | | | | |
| DBI9K1 The role of the intervener in the process of intervention (2.1, 2.2) | | | | | | | | | |
| DBI9K2 The roles and responsibilities of interveners in various settings (8.1) | | | | | | | | | |
| DBI9K3 The difference between interveners, paraprofessionals, interpreters, aides, caregivers, and special education assistants (2.3) | | | | | | | | | |
| Competencies | | | | | | | | | |
| The Intervener demonstrates skill to: | | | | | | | | | |
| SEP9S1 Perform responsibilities as directed in a manner consistent with laws and policies | | | | | | | | | |
| SEP9S2 Follow instructions of the professional | | | | | | | | | |
| SEP9S3 Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences | | | | | | | | | |
| SEP9S4 Act as a role model for individuals with exceptional learning needs | | | | | | | | | |
| SEP9S5 Demonstrate commitment to assisting learners in achieving their highest potential | | | | | | | | | |
| SEP9S6 Demonstrate the ability to separate personal issues from one’s responsibilities as a paraeducator | | | | | | | | | |
| SEP9S7 Maintain a high level of competence and integrity | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|----------------------------|
| Standard 9: Professional and Ethical Practices | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates skill to: (continued) | | | | | | | | | |
| SEP9S8 Exercise objective and prudent judgment | | | | | | | | | |
| SEP9S9 Demonstrate proficiency in academic skills, including oral and written communication | | | | | | | | | |
| SEP9S10 Engage in activities to increase one’s own knowledge and skills | | | | | | | | | |
| SEP9S11 Engage in self-assessment | | | | | | | | | |
| SEP9S12 Accept and use constructive feedback | | | | | | | | | |
| SEP9S13 Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies | | | | | | | | | |
| DBI9S1 Adhere to the identified code of ethics including confidentiality (8.3) | | | | | | | | | |
| DBI9S2 Pursue ongoing professional development specific to their role and responsibilities (8.10) | | | | | | | | | |

| Intervener Competency Standards | Methods of Learning | | | | Types of Documentation | | | | |
|--|---------------------|--|------------|--------------------|------------------------|------------------|-----------------|-----------------------------------|-------------------------|
| Standard 10: Collaboration | Workshop/Conference | On-site Consultation/ On the Job Training | Self-Study | College Coursework | Certificate | Written Document | Work Evaluation | Student/Intervener Work Sample | Video or Photos of Work |
| Competencies The Intervener demonstrates knowledge of: | | | | | | | | | |
| SEP10K1 Common concerns of families of individuals with exceptional learning needs | | | | | | | | | |
| SEP10K2 Roles of stakeholders in planning an individualized program | | | | | | | | | |
| DBI10K1 The roles and supervisory responsibilities of team members and consultants (8.2) | | | | | | | | | |
| Competencies The Intervener demonstrates skill to: | | | | | | | | | |
| SEP10S1 Assist in collecting and providing objective, accurate information to professionals | | | | | | | | | |
| SEP10S2 Collaborate with stakeholders as directed | | | | | | | | | |
| SEP10S3 Foster respectful and beneficial relationships | | | | | | | | | |
| SEP10S4 Participate as directed in conferences as members of the educational team | | | | | | | | | |
| SEP10S5 Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals | | | | | | | | | |
| DBI10S1 Utilize teaming skills in working with team members (8.4) | | | | | | | | | |
| DBI10S2 Share observations of individual’s communication skills with others (3.19C) | | | | | | | | | |
| DBI10S3 Communicate and problem-solve with the IFSP/IEP team about the student’s needs as appropriate (8.5, 8.7) | | | | | | | | | |
| DBI10S4 Interact with families as directed (8.9) | | | | | | | | | |

References

This 2009 Intervener Portfolio is based on the recently adopted Council for Exceptional Children Competencies. For ease of use, the references are listed in reverse chronological order.

Council for Exceptional Children. (2008). *What every special educator must know: Ethics, standards, and guidelines (6th ed.)* (pp. 193-199). Arlington, VA: Author. Available: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/RedBook6thEditionWebVersion.pdf>

Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004). Recommendations on the Training of Interveners for Students who are Deafblind. National Consortium on Deafblindness. Monmouth, Oregon. Available: <http://www.dblink.org/pdf/intervener-train.pdf>

Riggio, M., McLetchie, B. A. B. (2001). Competencies for Paraprofessionals Working With Learners Who Are Deafblind in Early Intervention and Educational Settings. Hilton/Perkins Program, 2001.

Oregon Department of Education EI/ECSE Task Force. (2001). EI/ECSE Authorization Project. Salem, Oregon. Available: <http://www.tr.wou.edu/authoriz/index.htm>

Oregon Department of Education EI/ECSI Task Force. EI/ECSE Portfolio. (2000). Salem, Oregon. Available: <http://www.tr.wou.edu/authoriz/specomp.pdf>

Texas Deafblind Outreach (2001). Primary Competencies for Interveners in Texas. Austin, Texas. Texas School for the Blind and Visually Impaired.

Intervener Self Evaluation Guide Draft #2. Provincial Outreach Program for Students with Deafblindness, June, 1995.